

# Beckstone Primary School

## Home Learning Information for Parents/Carers

### January 2021



#### What you can do to help.....

Home learning is challenging for parents and we know that it **cannot replace school** – home learning is not school! But by working together we can achieve the best possible outcomes for children during this difficult time. We kindly ask for your support so that we can continue to provide high-quality education for your child during lockdown or isolation.

Younger children in particular need support in accessing online learning. At the same time, we don't expect you to try and 'teach' your child structured lessons all day and we don't expect parents to have the resources at home that we have in school. But by playing an active role in your child's learning the best you can it will make a huge difference – **and home learning will look different for every family.**

Your child's teacher will do their utmost to support your child's learning through our learning platforms – Tapestry for Nursery and Reception and Seesaw for Years 1 to 6. All parents with children in the school from September 2020 should be familiar with these learning platforms as they were used in previous lockdowns and are used weekly for homework when the school is open. We realise that for new Nursery starter families this will not be the case and we will do our utmost to make close contact and remotely help them get familiar with and use Tapestry.

#### Our Top Tips:

- Try to encourage your child to be ready and dressed for the start of the day, and to keep to a familiar plan each day by creating and sticking to a routine that works for you and your child
- Distinguish between weekdays and weekends and be realistic in your expectations – children need short bursts of activity rather than longer sessions and playtime, just like at school.
- Plan breaks for exercise into the day to help keep your child active as much as you can
- Be kind to yourself and if something isn't working, come back to it later – you are doing your best!

**Help us motivate your child by** sending us updates and completed work for staff to comment on and let us know if you're having any difficulties with remote learning, or if you have any questions. You can contact your class teacher by Seesaw/Tapestry and they will be able to offer support. They may also contact you by phone each week to keep in touch.

# Remote Learning Offer at Beckstone Primary



Scenario 1	Scenario 2	Scenario 3	Scenario 4	Scenario 5
Temporary isolation whilst someone in household awaiting a test result	Isolating due to a positive case in the household or via NHS track & trace	Group isolating on DfE guidance (KS2)	Class/Bubble isolating	School Lockdown
Seesaw slide with a link to relevant Year Group Home Revision booklet	Oak Academy series of 10 lessons (in isolation exercise books that are brought back on return and marked after 72 hours) or isolation work paper workbooks for those without internet/devices	Already prepared Seesaw/Tapestry work packs or isolation work paper workbooks for those without internet/devices	Teacher sets work as per Lockdown and keeps daily contact	School Open to Key Worker & Vulnerable children The agreed approach is: <ul style="list-style-type: none"> <li>EY – Phonics daily (YR) &amp; twice weekly (YN) plus Number/English/Wellbeing Wednesday work, reading &amp; wider EY framework activity</li> <li>KS1 – English, Maths and 1 other</li> <li>KS2 – English, Maths, Reading &amp; Topic i.e. 4 a day.</li> </ul> All interactions tracked per lesson and reported weekly. ESM chases up concerns
Benefits related FSM children receive vouchers	Benefits related FSM children receive vouchers	Benefits related FSM children receive vouchers	Benefits related FSM children receive vouchers work setting & marking	Benefits related FSM children receive vouchers work setting & marking  Devices loaned out according to need

## Remote education provision: information for parents

This information is intended to provide clarity to parents or carers about what to expect from remote education where national or local restrictions require the whole school (or bubbles) to remain at home.

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

### What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Please see table on page 2

### Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We deliver the same curriculum remotely as we do in school wherever possible and appropriate. However, we have had to make some adaptations in some subjects. For example, music/art and DT will be adapted to allow for resources that children have access to at home and PE will focus on general health and well-being, including keeping fit and active, rather than on specific areas of the curriculum such as gymnastics or dance.

## Remote teaching and learning time each day

### How long can I expect work set by the school to take my child each day?

We expect that remote teaching and learning will take pupils broadly the following amounts of time each day. Remember that a lot of learning in early years is through play and the tasks set by the teachers will reflect this.

Reception and Nursery Up to 3 hours per day in short sessions	<ul style="list-style-type: none"><li>Phonics 30 minutes YR daily and 15 mins twice a week for Nursery</li><li>Sharing a book with an adult and talking about the story/home reading 15-20mins</li><li>Number / English /Wellbeing Wednesday work 30 minutes</li><li>Wider curriculum activities relating to an area of the EY framework 20 mins+ depending on child engagement and parent support available.</li><li>A daily teacher read story 15 minutes</li></ul> <p>Plus</p> <ul style="list-style-type: none"><li>Outdoor play</li><li>Being physically active indoors and outdoors</li><li>Being creative – art/craft/baking/painting/drawing</li><li>Role play and imaginative play – dressing up/den building/pretend play</li></ul>
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<p>Year 1 &amp; 2</p> <p>(Minimum three hours per day which may look like this, to mirror a school day)</p> <p>9am – 10am</p> <p>10.30am – 11.30am</p> <p>1pm – 3pm</p> <p>Remember to build in time for rest and play between tasks/activities.</p>	<p>The daily learning will be made up of work that will look similar to this:</p> <ul style="list-style-type: none"> <li>• An English task 45 mins</li> <li>• Maths 45 minutes, to include watching an introduction and/or independent or adult supported tasks</li> <li>• Teacher read story or sharing/reading a book with an adult and talking about the story.</li> <li>• Physical activity 30 minutes daily is recommended, not always set by school (go for a walk/ride a bike/Forest school activity)</li> <li>• Daily Phonics</li> <li>• Foundation subjects 30-45 minutes a day (Science/Geography/Art/Computing etc.)</li> </ul>
<p>Key Stage 2</p> <p>(Minimum three hours per day which may look like this, to mirror a school day)</p> <p>9am – 10am</p> <p>10.30am – 11.30am</p> <p>1pm – 3pm</p> <p>Remember to build in time for rest and play between tasks/activities.</p>	<p>The daily learning will be made up of work that will look similar to this:</p> <ul style="list-style-type: none"> <li>• An English task 1 hour -</li> <li>• Maths 1 hour, to include watching an introduction and/or independent or adult supported tasks</li> <li>• Guided reading or comprehension/writing task 45 minutes or Accelerated Reading Quizzes or Reading Plus</li> <li>• Physical activity 30 minutes daily is recommended, not always set by school (go for a walk/ride a bike/Forest school activity)</li> <li>• Foundation subjects 1 hour a day (Science/Geography/Art/Computing etc.)</li> </ul>

### Accessing remote education

#### How will my child access any online remote education you are providing?

<p>We use the following online remote education platforms:</p> <p>Tapestry <a href="https://tapestryjournal.com/s/beckstone-primary">https://tapestryjournal.com/s/beckstone-primary</a> (Nursery &amp; Reception) and</p> <p>Seesaw (Key Stage 1 and 2) <a href="https://app.seesaw.me/">https://app.seesaw.me/</a></p> <p>Our platforms can be accessed from any device, phone, tablet or PC as they are internet browser based. Indeed browser apps on play Stations and X-Boxes can be used or indeed the browser on Smart TVs. If your child is using a phone then there are apps that allow the phone to be screen cast to a TV to make the images larger.</p>
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## **If my child does not have digital or online access at home, how will you support them to access remote education?**

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Parents who are unable to access remote learning as they do not have access to a device can contact school for help. This may be in the form of providing a refurbished tablet or a laptop with a loan agreement for example.
- Parents who do not have access to sufficient data or an internet connection can contact school to ask for help and support in accessing top ups for data use and routers for home use
- Parents can access printed materials if they do not have online access, but requesting a home learning pack, which can be collected weekly from outside school.
- Children with additional needs may be sent special workbooks etc.

## **How will my child be taught remotely?**

We use a range of approaches to teach pupils remotely and these include:

- Daily feedback/marking. Teaching staff will be available from 8.50am to 4pm on weekdays during lockdown (clearly this will be different if the teacher is teaching in school and remotely during partial closures) for queries/giving feedback and marking. Teachers are contactable at all times but please only expect responses during school times.
- Learning journey tasks linked to Early learning Goals (Tapestry)
- Series of teaching slides linking to your child's area of study and age appropriate ability
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers and uploaded to Tapestry/Seesaw)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- websites supporting the teaching of specific subjects or areas, including video clips or sequences. These include White Rose Maths and Talk for Writing, Phonics Play, Teach your Monster to Read, Accelerated Reader, Reading Plus; Numbots; Education City and Picture News
- signposting children and parents to appropriate supplementary learning via channels such as CBBC or The Oak Academy
- Powerpoints, worksheets and other learning activities uploaded to one of our learning platforms

## Engagement and feedback

**What are expectations for my child's engagement and the support that we as parents and carers should provide at home?**

- We expect parents to communicate with their class teacher at least weekly about their child's learning
- We expect parents to engage with home learning daily by providing examples of pupil's achievements via Tapestry or ensuring your child submits their seesaw work to their teacher.
- We expect parents to provide a routine and structure for home learning wherever possible and to ask for help if they need it

**How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

Teachers will monitor home learning daily and comment on children's work in each subject or area daily whenever possible. Interaction logs will be submitted to SLT for analysis every Monday.

Teachers will contact parents via telephone and email if their child is not engaging in home learning to offer support and to find solutions and additional support may be required from the Educational Support Manager or the headteacher.

## Additional support for pupils with particular needs

**How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without additional support from school. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Provide additional help and advice from our SENDCo, Mrs Needham via Microsoft Teams or telephone.
- Provide adapted work for pupils that is based around their EHCP.
- Provide tailored resources delivered to your home and offer 121 support remotely

**Please remember parents are not teachers.....if you were, we would all be out of a job!**

It can be really hard to put home learning in place for infant school children as they are so young and don't 'sit at a table' to work for longer periods of time like older children. But there are lots of things parents can do that make a huge difference.....

You can help your child to learn through the little things you do with them, for example:

- everyday conversations
- make-believe play
- games with numbers or letters

- reading together
- involving them in the things you are doing, such as household chores, and talking with them about it

These activities can be built into everyday life and play.

### Keeping a routine

Children will feel more comfortable with a predictable routine, so try to make sure they:

- get up and go to bed at the same time each day
- have regular meal times
- turn off any electronic devices, including the television, at least an hour before bedtime
- keeping active -young children should be active for around three hours a day in total.

**It's also good to get some fresh air every day.** If you do not have a garden and are taking children outside to exercise, make sure you follow the rules on social distancing.

While inside, there are plenty of things you can do to keep children active, such as:

- playing hide-and-seek
- seeing who can do the most star jumps
- making an obstacle course
- playing music and having a dance-off

### Television and digital devices

There are lots of ways to help your child to learn such as reading together and make-believe play. You can also use what they have watched on television or the internet to help their learning. Talk with them about what they are watching or use their favourite television characters in other games and activities. Use sites that you can trust, like CBeebies and CBBC.

Set age-appropriate parental controls on any devices young children are using and supervise their use of websites and apps.

Try sharing things your child makes with your friends and family online and encourage others to do the same. Your child might enjoy seeing things they have made on the screen or seeing what other children have done.

*You can also visit [Hungry Little Minds](#) for ideas of activities to do together for EY children without using a device or for older children or [Google – '91 things to do without your phone for ideas for children from KS1 up'](#)*

Thank you for taking the time to read our guidance.

We hope the information is helpful.

We are here to help and support you and your child.

We are all in this together. #TeamBeckstone 